

of any kind? Describe in detail. Keep in mind that these questions are a skeleton. You are to supply the flesh of the report. Use these as a mere outline. Enlarge to the greatest extent you can.

- d. Art, Literature, Music in the Community. Describe present art programs in your community. How well supported are they? By whom? For what groups or classes of the population? Is any original work done? Details of all art activity. Are there literary clubs? Does any one in the community write original literature? Are there any poets? Novelists? Journalists? Describe their work. Describe any community efforts to promote such work. What music programs are there? Give names, etc. What receptions are given musical programs? What support? This section should be treated in detail with incidents and stories. The extent of such activity within the community will determine the amount of attention it should receive.
- e. The Theatre and the Movies. Do you have a Little Theatre movement of any description? What access to the theatre art forms is there in your community? Does it affect a large number? Is the movement well supported? By whom or what? Does the theatre affect the life and habits of the citizens as a whole? Are any dramatic productions brought in? How many movie houses are there? What type of pictures do they show? How does this indicate the cultural status? (Consult your movie house owners for the facts on popularity of picture types and performers. They will know.) Show how movies have made your community conscious of new ideas or things. Do fads start within the community after a picture shows them? Have tastes been improved in matters of manners, clothing, etc., by movies? This may be hard to actually trace, but most communities have felt some such effect of movies. When the pictures have improved, the audience usually also has improved its mannerisms in actual life.
- f. Recreational Facilities and Program. Describe in complete detail all recreational activities within the county. School athletics. Industrial teams. Local leagues. Community playground activities. Football, handball, Y. W. C. A., Y. M. C. A. Other groups of this kind. Ping pong, chess, bridge. Other indoor amusements. Omit nothing along the line of extra occupational activity.
- g. Newspapers and Journals. What newspapers and journals are there? Describe them. Their staffs. Their policies. Their publications. Give all details of influence of the journals and papers, extent of circulation, and general attitude on public questions.
- h. Sports. What organized sports are there? By whom organized? When? Motivated by what? Do not include school activities. This group will work in with "f" above.
- i. Public Health. Give program, officers, activities already engaged in, work accomplished, improvement secured. As many details as possible of this program.
- j. Include here all your community interests sponsored by tax-using bodies. Playgrounds. Theatres. Swimming pools. Details of cost, upkeep, etc. Do as detailed and thorough a job as possible. While

these sections are short in questions, they are worthy of lengthy handling.

- k. Private Institutions. What private groups (as distinguished from tax-paying bodies) perform public services such as the foregoing? Or others? List clubs, lodges, etc., with programs of public improvement or service. Deal with each thoroughly, giving names, dates, facts and figures. A good chance opens here to give credit where credit is due to living persons who are working for social betterment. Mention always the degree of public enthusiasm for these efforts, whether the people demand them, accept them, or fight them. List opponents, if any. In conclusion of this chapter, do not limit yourself to the questions asked when it is possible to think of others. In no case do we desire mere answers. Fill in the idea, go into detail, make a complete picture and get opinions-- quote them directly, always giving sources. If the question is one that demands interpretation, seek a number of opinions from persons in a position to judge accurately. Do not depend upon your own judgment solely, and if your opinion conflicts with that of others, give both, stating the differences. Make a determined effort to leave none of these matters unchecked. Accurate facts are the only means of producing a worthwhile estimate.

CULTURAL AND SOCIAL ADVANCEMENT - - CHAPTER ELEVEN

POCAHONTAS COUNTY

PREFACE TO OUTLINE:

Culture may be defined as the state of taste, refinement, and morals at any given moment; or, it may be used broadly to refer to improvement in these matters. We use it in the first sense and wish to show that its advancement came as conditions in the lives of the people changed or were changed. Refinement is not found in any large measure among primitive people. The pioneers of necessity were primitive in many ways. It is not idle to suppose, therefore, that culture in the early years was vestigial compared to the present standards. Many things contribute to the cultural state of any society: music, arts, recreation, the amount of leisure time available, the necessity of earning, the total necessary work to be done, the political set-up, the religious organization of the community, and others. In the present chapter, we wish to show how these factors worked to compose the status of culture at different points in its progress toward the present.

Section 1. Pre-community life in its social aspect.

- a. Social life in the home; a family form of society.
- b. The church as a social institution.
- c. Festivals, games, occasions when pioneers gathered.

Section 2. Beginnings of Community Life.

- a. The first group settlements in their social aspect.
 1. Things binding people to one social standard.
 2. Forms of social intercourse; parties, meetings, sports.
 3. Organized social life; lodges; clubs; art appreciation.
- b. Influence of schools on social life.
 1. The teachers: Were they culturally superior to community residents?
 2. The pupils: Did they demand a better way of life?

Section 3. The Narrative of Progress:

- a. The gradual growth of cultural understanding.
 1. Music, art, literature.
 2. Education.
 3. Public institutions.
- b. How growth was determined or affected by social upsets, e.g. Civil War.
 1. How strong currents of feeling influenced the status of society at different points?
 2. The crises: points of definite change.
 3. Contributing influences to raised standard.
- c. The awakening to the wide world.
 1. Influences from outside. The coming of railroads, highways, regular postal service, books, newspapers (from outside).
 2. Currents of national scope affecting the county.

3. Establishment of newspapers, libraries, schools, recreation centers, clubs.
4. Progress toward becoming a part of a larger social set-up. Gradual assimilation of county peculiarities into larger picture of state and nation. Differences that remain.

tion 4. The status quo: present panorama.

- a. Recent changes in outlook and situation.
 1. Growth of public welfare agencies.
 2. Spread of public work programs.
 3. Increasing of social consciousness.
- b. The church of today as a social establishment.
 1. Waxing or waning of use along this line; opinion of local leaders as to its position in the matter.
 2. Services performed by churches other than religious.
- c. The educational institutions' social activities.
 1. How they increase use of cultural instruments.
 2. How they foster progressive action in community affairs.
 3. How they are adapted to adult education and interest.
- d. Art, literature, music, in the community.
(Treatment may be as broad as local conditions in the fields permit.)
- e. The theatre and the movies.
Influence on life, habits, desires. (Separate treatment for movies and theatre.)
- f. Recreational facilities and program.
(Complete and detailed handling of all that is available, is possible, is done in this field.)
- g. Newspapers and journals - complete present picture.
- h. Sports - organized for group participation, separate from schools.
- i. Public health - state agencies - public officers.
- j. Program of public interest that increase community beauty and happiness. New public institutions, buildings, art galleries, recreation halls, swimming pools, conservation programs for forests and wildlife. (Anything paid for by taxes.)
- k. Private institutions that encourage refinement and personal and community improvement.

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